

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Ross Diener

Official School Name: Forest Park Elementary School

School Mailing Address: 30 Deforest Road
Dix Hills, NY 11746-4808

County: Suffolk State School Code Number: 580405060002

Telephone: (631) 592-3550 E-mail: rdiener@hhh.k12.ny.us

Fax: (631) 592-3914 Web URL: www.hhh.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Sheldon Karnilow Superintendent e-mail: skarnilow@hhh.k12.ny.us

District Name: Half Hollow Hills CSD District Phone: (631) 592-3008

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Anne Marie Sorkin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
(per district designation) 2 Middle/Junior high schools
2 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 20736

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	41	25	66		7	0	0	0
1	43	32	75		8	0	0	0
2	46	44	90		9	0	0	0
3	48	43	91		10	0	0	0
4	47	34	81		11	0	0	0
5	53	57	110		12	0	0	0
Total in Applying School:								513

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
12 % Asian
10 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 5%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	17
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2009	564
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent limited English proficient students in the school: 4%
 Total number of limited English proficient students in the school: 18
 Number of languages represented, not including English: 9
 Specify languages:

Arabic, Chinese, Farsi, French, Hindi, Korean, Polish, Spanish, Turkish

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>15</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>6</u>
Paraprofessionals	<u>23</u>	<u>0</u>
Support staff	<u>9</u>	<u>11</u>
Total number	<u>73</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	93%	92%	92%	92%	90%
Teacher turnover rate	12%	14%	14%	7%	13%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher Attendance has been influenced by several staff members who were absent due to FMLA as well as typical illnesses.

Teacher turnover rate has been influenced by retirements which have occurred over the past five years as well as by a change in student population, where it was necessary to restructure the number of sections per grade. Staff members affected were relocated to the six other elementary schools in the district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

“Intelligence plus character – that is the goal of true education.” These words of Dr. Martin Luther King, Jr. guide our mission and decision making.

Forest Park is located within the Half Hollow Hills Central School District, a residential area of 40,000 people in the central part of Long Island, approximately 40 miles east of New York City. We are a culturally and academically diverse suburban school where all members feel welcomed and embraced. From students with severe intellectual disabilities, such as autism, to academically high achievers, every child is afforded the opportunity to reach his or her highest potential.

Beginning with the first day of school, as our students step off their yellow bus, the process of ensuring each child’s success and achievement is under way. The goals set for each child, to support the creation of independent thinkers and social problem-solvers, who will actively participate within the community, direct it, lead it, mold it, and impact upon it to make it better, are in place.

Forest Park Elementary school is a “home away from home” to a family of more than 600 people. Students in Kindergarten through Fifth Grade, administrators, teachers, paraprofessionals, front office, custodial and kitchen staffs, and parents, work together as a family to create a warm, safe, and nurturing environment where each person is encouraged to do his or her best academically, socially, emotionally, and physically. Lessons, activities, and special events are planned to promote our feeling of community and strengthen our family bonds.

Classrooms are designed to encourage the 21st Century skills of collaboration, communication, and cooperation. Meeting areas are conducive to discussion and debate, while work areas are arranged for creativity and innovation. At the heart of these child-centered classrooms are teachers who take each child by the hand, supporting them as they strive to reach their next level of achievement. Our students are engaged in learning experiences designed to meet their individual needs while promoting growth in all academic and social areas. Instruction based upon researched best practices addresses individual abilities, readiness levels, interests, and learning styles, which has earned us state recognition for “closing the achievement gap.”

Traditions abound at Forest Park. Annual events, such as our Holiday Sing Along, Red Ribbon Day Assembly, Sports Day, Barnes and Noble Night, Curriculum Night, Toys for Tots, Island Harvest collections, and Student Council fundraisers; monthly events, such as Character Education Student Recognition Assemblies, Spirit Day, and daily events, such as Principal Diener’s birthday announcements and our student-run bookstore, all develop self-esteem, school pride, social awareness, and community and family involvement.

These traditions bring us closer together as a community, and reinforce the academic goals that we set for our students. Our month-long Parents as Reading Partners literacy celebration begins with an evening kickoff of book fairs, concerts, and literacy games and culminates with the principal meeting the challenge set by the students as they read record numbers of books. Mr. Diener has been known to read on the school roof, ride a stick horse around the school shouting “yeehaw” , and even kiss a pig!

Forest Park has received many accolades for our academic achievement and service to the community. Recognition from such organizations as, Juvenile Diabetes Research Foundation, March of Dimes, St. Jude’s Children’s Research Hospital, and American Heart Association. We have been named an Honor School by the Suffolk County Reading Council for ten consecutive years. Students have been recognized and awarded prizes for their participation in many contests such as the state-wide Parent-Teacher Association Reflections Contests, New York State School Music Association (NYSSMA), New York

State Education Department Fine Arts and Essay Display Contest: A Celebration of the Life and Ideals of Dr. Martin Luther King, Jr., Google Doodle Contest, and Celebration of Poets.

Among our driving forces is the need to recognize, respect, appreciate, and learn from our differences. Students with disabilities are mainstreamed during music, art, library, and physical education, academic subjects, lunch and recess. They are encouraged to explore their hidden talents and interests beyond the classroom curriculum. Our unique C.U.B.S. Program (Creating Understanding Between Students) was designed to foster empathy and acceptance of all students. Children volunteer to work and socialize with their special needs peers. All students benefit as they learn and grow from each other's differences.

From the moment the buses arrive in September, to the final traditional, teary "Big Wave" goodbye in June, our school is filled with excitement, enthusiasm, encouragement, and excellence as we all work together to build futures one child at a time.

1. Assessment Results:

Forest Park participates in the New York State Assessment Program. Assessments are administered in English Language Arts (ELA) and Mathematics to students in grades 3-5. Students are evaluated according to the following performance levels, established by the New York State Education Department:

Level 4: Exceeds Proficiency Standard: Student performance demonstrates a thorough understanding of the English language arts knowledge and skills / mathematics content expected for this grade level.

Level 3: Meets Proficiency Standard: Student performance demonstrates an understanding of the English language arts knowledge and skills / mathematics content expected for this grade level.

Level 2: Meets Basic Standard: Student performance demonstrates a partial understanding of the English language arts knowledge and skills / mathematics content expected for this grade level.

Level 1: Below Standard: Student performance does not demonstrate an understanding of the English language arts knowledge and skills / mathematics content expected for this grade level.

It is important to note that New York State changed the cut points between proficiency levels for assessments administered in 2009-2010. Therefore, the results are not comparable to the previous years'.

Additional information about the New York State testing program can be found at www.nysed.gov.

When looking at scores from 2005-2006 through 2008-2009, which were measured by the previously used cut points, the percentage of students in grade 3 who met or exceeded the standards increased from 98% to 100%. Over the same time period, our grade 4 scores for students who met or exceeded the standards rose from 94% to 99%. The most dramatic growth occurred in grade 5 where students who met or exceeded the standards rose from 89% to 99%.

At face value, it appears that our students were not as successful on the 2009-2010 assessment. Deeper analysis suggests something different. The number noted in parentheses indicates the percentage of proficiency had the cut points not changed. In grade 3, 86% (100%) of students met or exceeded the standards as did 86% (96.3%) of students in grade 4 and 88% (99%) of students in grade 5.

When looking at scores from 2005-2006 through 2008-2009, which were measured by the previously used cut points, the percentage of students in grade 3 who met or exceeded the standards fluctuated between 93% and 95%. Over the same time period, our scores for grade 4 students who met or exceeded the standards rose from 89% to 95%. Again, the most dramatic growth occurred in grade 5 where students who met or exceeded the standards rose from 88% to 99%.

As in the area of mathematics, it appears that our students were not as successful on the 2009-2010 English Language Arts Assessment. Again, deeper analysis suggests differently as noted by the number in parentheses. This number indicates the percentage of proficiency had the cut points not changed. In grade 3, 89% (91.5%) of students met or exceeded the proficiency standards while 87% (94.3%) of grade 4 and 73% (96.1%) of grade 5 also met or exceeded proficiency standards.

These scores demonstrate that our students have maintained their level of progress. However, we are cognizant of the fact that our curriculum and teaching methods need to be fine-tuned so that we can continue to close the achievement gap. We know there is always more work to do and achieving success is a never-ending process.

Our disaggregated data for 2009-2010 revealed that our socio-economic/disadvantaged students did not perform as well as the entire population. This achievement gap occurred on all three grade levels on both assessments. An achievement gap also exists in the performance levels in Math and ELA scores of Hispanic students in all but grade 5 math. A third gap, although less glaring exists with our black or African American subgroup in mathematics in grade three and English Language Arts in grades three and five. Prior to 2009-2010, there were isolated occurrences of an achievement gap with no trends noted.

To close this achievement gap we identified the students who comprised these subgroups and analyzed their academic history in our school. We considered attendance, number of years in our school, support services if provided, report card grades, previous performance(s) on State and local assessments as well as recommendations of our Instructional Support Team. We examined each student's test report to isolate patterns of errors to identify their specific needs and to develop individual plans of intervention. Strategies were developed to build skills and to strengthen students reading and/or mathematics comprehension. Formative assessments are utilized throughout the year to chart each student's progress. Information is communicated between the classroom teacher, the reading and math specialists, and the administration to carefully monitor each student's progress in a cohesive and consistent manner. Interventions are revised as needed.

2. Using Assessment Results:

Teachers use formative and summative assessments to drive instruction. Analysis of data begins before our students enter kindergarten. Each spring our Kindergarten Screening Team (school psychologist, reading specialists, speech therapists, school nurse, and physical education teachers) reviews the results of our New York State Chapter 53 Screening in order to identify students who may need support services, such as Academic Intervention Services Reading, ESL, or enrichment. This information is further used to create balanced, heterogeneously grouped kindergarten classes for the following September. The Kindergarten teachers review the data collected by the team so they can best meet the needs of each child.

Each September classroom teachers administer an individual literacy assessment and a group mathematics diagnostic to their students. The reading and math specialists review this data with each teacher assisting in the formation of instructional groups and discussing whole class and individual instructional strategies. This information is also used to identify students who have not met grade level expectations so that they can be evaluated for support services. Students who exceed grade level expectations on these assessments are provided with enrichment. These conversations continue as teachers administer formative assessments throughout the year.

We receive reports from New York State and Western Suffolk BOCES (Board of Cooperative Educational Services) detailing the performance of our students on state assessments. These reports are aggregated, disaggregated and individualized. Our administrators view each student's actual test booklets via edvistas.com and share this information with staff. A comprehensive analysis of this data occurs in several stages. First, the administrators meet with the reading and math specialists to review the results and identify trends across the grades and within each class. Action kits containing individual results for both previous and current classes are prepared for each teacher. They are given this information and achievement levels are identified. Implications for instruction and materials are determined during collaborative meetings throughout the year.

Assessment results inform our professional development and are the focus of faculty meetings, weekly team-level meetings and collaboration periods. Teachers are provided with strategies and methods that are then implemented in the classroom. Consultants continue the work of the building administration by coaching, and modeling these techniques.

3. Communicating Assessment Results:

It is important that all stakeholders become aware of assessment results. Informed parents make strong partners in the growth and success of our students, and informed students become self-motivated, life-

long learners. In September, parents are invited to an evening meeting where their child's teacher outlines the year's curriculum and gives an overview of the state, district and classroom assessments. Parents are provided with a curriculum overview that serves as a resource to help them understand the student's upcoming educational experience, allowing parents to be full partners in their child's education.

Formal reporting takes place quarterly through district-developed report cards that parents access through the Infinite Campus website. Every parent of students in Grades 3, 4, and 5 receives a personalized Parent Report from The New York State Testing Program that indicates the child's level of performance on both the English Language Arts and Mathematics Assessments. Scale scores compare individual performance levels to other students across the state.

Communication occurs frequently throughout the year. Parent/teacher conferences, phone calls, emails, notes, individual teacher/principal-generated newsletters, PTA meetings, parent workshops, and other venues provide opportunities for information to be shared. Parents whose children receive Academic Intervention Services are sent quarterly detailed progress reports which include the student's current performance indicators and recommendations for home practice. Students with Individual Education Plans also receive detailed quarterly progress reports from each of their service providers that explain the child's growth toward their individualized goals.

Students participate in ongoing conferences; they receive constant feedback from their teachers that includes specific praise and recognition as well as suggestions for future growth. Our students are proud of what they do well and know what they need to improve upon. Students are involved in the creation of grading rubrics so that they become reflective learners and begin to grow in evaluating their own work and identifying areas in need of improvement.

State testing data is reported to the community through the press, at Board of Education meetings and through our district website which posts the URLs to State Assessment Reports.

4. Sharing Lessons Learned:

Forest Park has long held a tradition of sharing professional strategies and best practices that work. The culture of Forest Park is that when we share professionally we ourselves grow as life long learners. With full support of the administrators, multiple opportunities exist for teachers to share within the building as well as with other schools in the district and beyond.

Teachers from Forest Park participate in District-wide Curriculum Committees for Science, Mathematics, English Language Arts, Social Studies and Technology. These committees afford the faculty an opportunity to share with colleagues and to have professional discussion and discourse. Teachers participate in curriculum writing, cross-grade collaboration, and reflect on current practices. Support area teachers and special area teachers participate in monthly department meetings where best practices are also shared.

District established Wiki's are another forum through which teachers communicate their successes, strategies, and ideas. Successful strategies are also shared as teachers and administrators from Forest Park lead Professional Development courses that are offered within as well as outside the district. District-wide sharing is enhanced through collaboration with outside consultants.

The principal attends bimonthly meetings with colleagues from the six other elementary schools in our district in order to share strategies, techniques and effective teaching models that have been utilized at Forest Park. The principal and assistant principal also attend Leadership Council meetings where similar opportunities are available for sharing and participate on district-wide curriculum committees. The principal is a member of the Superintendent's Think Tank comprised of assistant superintendents, building administrators, directors, and coordinators throughout the district. This group discusses and shares successful strategies as evidenced in daily practice.

An open door policy exists at our school, as educators from other districts in and outside of New York State, as well as internationally, have visited Forest Park to observe our programs first hand.

Faculty and Administration are members of numerous professional organizations outside of the district which include Association for Supervision and Curriculum Development, International Reading Association, Reading Specialist Council of Suffolk, Long Island Council for Social Studies, National Association for Gifted Children, National Association for the Education of Young Children, Asperger's Syndrome and High Functioning Autism Association, National Council of Teachers of Mathematics, National Council of Teachers of English. These organizations provide the faculty access to learning and sharing in a professional forum.

1. Curriculum:

Forest Park Elementary School follows a rigorous and challenging district-developed curriculum aligned with New York State Learning and Common Core Standards. This content-rich curriculum incorporates critical thinking skills, and is constructivist in nature. Content area directors and elementary teachers review and update these documents continuously and wherever possible, to integrate curriculum across all content areas.

Curriculum follows a year-long continuum, providing teachers with units of study, resource materials, and assessments. Instruction is supported by our well-stocked Professional Library and Resource Center. Our curriculum is strengthened by a wide range of texts of varying levels, subjects, and genres in each classroom. District-sponsored professional development courses based upon researched best practices help teachers plan and implement lessons.

English Language Arts is taught using a combination of Fountas and Pinnell's Balanced Literacy model and Teacher's College Reading and Writing Workshop. The reading program incorporates shared, guided, and independent reading. Strategies and skills are taught during a whole-class mini-lesson, followed by guided practice, and independent reading. Periodic reading inventories are administered to all students; as are monthly running records to determine the skills and strategies students use or need to acquire. Students are flexibly grouped for guided reading instruction.

The workshop model is used to teach writing. Teachers introduce or reinforce writing crafts in a mini-lesson; students engage in guided practice and independent writing. Teachers conference with students to assess their progress, support their work, and target individual teaching points. Vocabulary building and handwriting are taught in all grade levels, using researched practices and Handwriting Without Tears.

A new math program, enVisions Math, was adopted this year in all of the district's elementary schools. This constructivist model provides students with an understanding of mathematical patterns, operations, and algorithms through problem solving. In addition to whole class, small group, and individualized lessons, students work cooperatively to enhance their learning. Differentiation, re-teaching and enrichment are integral components. Math manipulatives are used extensively to help students gain a stronger understanding of each concept. Our scaffolding curriculum, along with a common vocabulary, provides students opportunities to revisit previously taught material leading to deeper conceptualization.

Students not meeting district or state standards of proficiency receive support services provided in Reading and Mathematics by trained specialists in each area.

Social Studies incorporates five key components...history, geography, economics, civics, and government. These strands follow New York State's Learning and Common Core Standards and spiral through the grades. Each grade focuses on one theme for the year. Students first look at themselves and their families; next, they examine their local community, followed by the study of global communities, examining the culture, geography, government and economics. Students in Grade 4 study New York State from pre-colonial times to the Revolutionary War. Grade 5 students continue this exploration moving through the American Revolution to the present; they examine the formation of the United States and compare our country to other North and South American countries. Students read trade books, study primary documents, engage in content-related writing, such as Data Based and Content Related Questions, and use the History Alive and Social Studies Alive series. They access relevant websites to gain information and Skype to gain first-hand knowledge about communities around the country and world. Students learn research skills to assist them in their explorations.

In Science students explore biology, the physical sciences, chemistry, and Earth science. The curriculum scaffolds from Kindergarten through Grade 5, with each year creating the foundation for the next. Students become familiar with the inquiry process beginning in Kindergarten and continue to use this approach as they explore. Our science curriculum is very hands-on, with students consistently examining the world around them. Students perform experiments and/or activities in their classrooms or in a science lab that we have established at Forest Park just for this purpose, and utilize science notebooks to record their notes and data. Background knowledge is provided through read alouds or independent reading.

All content areas are enriched through visiting artist presentations performed at school through the auspices of our PTA and Western Suffolk BOCES, or by field trips taken to community organizations, such as museums, aquariums or environmental centers, where students and teachers have access to specially designed programs.

In addition to the core curriculum areas our students receive weekly instruction in art, music, health/nutrition and physical education. Art and music instruction focus on understanding and using sensory elements, organizational principles, and expressive images to communicate their ideas. A variety of materials, processes, mediums, and techniques are used while applying critical standards to understand how music and art reflect and broaden the history and cultures of the world. Students participate in a district-wide art show and theatre production as well as a school-based circus and performing arts program.

The goal of our physical, health and nutrition education is to provide students with the motivation and tools needed for an active and healthy lifestyle, and is based upon a skills-development model. These concepts are extended to our daily recess periods, reinforced through our wellness policy, and encouraged by classroom activity.

After-school clubs are available for those students who wish to further engage their interests and enrich their talents.

2. Reading/English:

Forest Park's reading program is based upon New York State Learning and Common Core Standards, district-developed curriculum and other research-based approaches. Our reading environment nurtures and celebrates initiative, thoughtfulness, curiosity, resourcefulness, perseverance, and imagination.

We use a balanced literacy approach to create life-long readers by developing a broad range of literacy competencies through authentic reading and writing experiences. Teachers model strategic reading behaviors for word identification and comprehension through read alouds, shared, guided, and independent reading.

Read alouds are selected to introduce and reinforce the concepts and strategies that move students to the next step in their learning process. Classrooms have extensive libraries that include leveled fiction and non-fiction books, Touchstone Texts, and content-related literature.

During shared reading, teachers begin the gradual release of responsibility as students take an active role in the reading process.

Flexible guided reading groups are created to address the specific strengths and needs of each student, as measured by individualized classroom assessments (Early Literacy Profile, Intermediate Reading Assessment, and Developmental Reading Assessment 2). Students are engaged in appropriate instruction with materials that lead to mastery of the skill or strategy being taught. As students' needs change, so do our groups.

During independent reading students strengthen and practice strategies that have already been introduced. In addition to selecting “just right” books from their classroom library, students access books from Learning A to Z and Capstone Press digital libraries.

The Edmark Program and Explode the Code are also used in our building to meet individual learning needs.

Students in classroom Tier I Response To Intervention who are not showing significant growth are evaluated for Academic Intervention Services. Reading specialists examine multiple criteria that include a range of state, district, and reading assessments, to determine a child’s eligibility for services and to effectively group students. They implement a variety of instructional practices, such as Fountas Pinnell Leveled Literacy Intervention, Glass Analysis, and Wilson Reading System. Through teacher collaboration, the reading specialists create specific programs for students that address individual needs. We offer an after-school 'WRITE' Program (Writing and Reading Instruction Toward Excellence) where students practice test-taking strategies so that they can confidently approach the New York State English Language Arts Assessment. Additional supports are available in our summer school program.

Our ever-expanding Teacher Resource Center provides access to a range of leveled books for guided, shared, and independent reading. Included here are other resources such as Readers’ Theatre, Junior Great Books, literacy games, and other professional materials.

3. Mathematics:

Our mathematics curriculum is aligned with the New York State Learning and Common Core Standards. Students actively engage in activities promoting mathematical literacy through conceptual understanding, demonstration of operations, and problem solving. Over the course of the past two years teachers at Forest Park joined with other teachers and administrators throughout the district to select a program that supports this work. The enVision Mathematics Series by Pearson Publishing was adopted.

The problem solving approach presented by enVisions is combined with experiential hands-on learning. Problems are posed and various solutions are shared by all students to promote conceptual understanding. Multidisciplinary approaches are used to allow for differentiation of instruction.

Online resources through Pearson Publishing are used by teachers to develop concepts, re-teach, differentiate, and enrich. Students have access to online tools at school and at home that provide for all learning styles and abilities. Parents can log-on with their children to review a lesson, view homework or use online manipulatives to help facilitate greater understanding.

Lessons are taught using whole class and small group instruction. Students in need of intervention beyond classroom Tier I Response To Intervention, or do not meet the proficiency level on the state assessment, are further evaluated and provided with Academic Intervention Services. The math specialist examines multiple criteria to determine a child’s eligibility for services including state, district and classroom assessments. Groups are formed based upon this analysis. During these sessions foundational requisites are the focus of instruction. Students are immersed in the use of manipulatives and are shown strategies to help them better understand key concepts. Additional support occurs in our after-school 'MITE' Program (Mathematics Instruction Toward Excellence) where students practice test-taking strategies so that they can confidently approach the New York State Elementary Mathematics Assessment.

A key factor in ensuring student success is the on-going communication between students, teachers, administration and parents. The math specialist, who is always available to support and consult with classroom teachers, remains informed through department meetings, professional journals, wikis, and other professional development opportunities. Best practices are shared with staff during faculty meetings, team level meetings, collaboration periods, and through modeling in the classroom.

4. Additional Curriculum Area:

Preparing students to be active participants in the Twenty-first Century prompted the Half Hollow Hills Central School District to formalize and implement a Kindergarten through Grade Five Technology Curriculum. Beginning in Kindergarten students learn how to access and utilize technology as a means of gaining knowledge in order to explore and navigate the digital world around them. Information literacy, the ability to find, analyze, manage, present and share information, as well as the ability to adapt rapidly to the changes brought about by the availability of information is a critical skill for Twenty-first Century citizens. Students need to become skilled in the use of the range of technology resources they will encounter.

The scope and sequence of our Kindergarten through Grade Five Technology Curriculum is broken down into eight units that include Computer Skills and Awareness, Drawing Skills, Word Processing Skills, Visual Mapping Skills, Spreadsheet Skills, Presentation Skills, Internet Skills and Computer Ethics. This curriculum provides a foundation for our students to meet the performance indicators of the National Educational Technology Standards prepared by the International Society for Technology in Education.

Technology does not stand alone but in tandem with other curriculum areas. As Twenty-first Century learners, students are asked to use their acquired skills to help them create, communicate, research, problem solve and collaborate across other curriculum areas. Students at Forest Park navigate the internet to gain information, Skype to communicate and gain access to the world, and use a variety of digital resource to create projects, problem solve and inform decision making.

Curriculum training is provided for faculty through professional development classes as well as by consultants who work directly with teachers in their classrooms. Teachers in turn provide targeted lessons for students, that teach the skills necessary for technological literacy. These lessons are developed through a district-wide curriculum committee, that explores various professional resources for researched best practices in technology education such *learning.com*. These lessons are tiered to introduce, reinforce and master desired skills.

Students access technology in their classrooms, in our Library Media Center, and on a laptop traveling cart. We have also established a computer lab designed to allow students to work on special projects. This accessibility allows students to hone their technological skills and integrate their knowledge into other curriculum areas.

5. Instructional Methods:

Differentiated instruction across the curriculum affords all students opportunities to demonstrate what they know, understand, and are able to do. Anchor activities, tiered lessons, interest and learning centers, open ended activities, learning contracts, and visual aids promote individual student learning and develop critical thinking skills, as students explore processes, develop products and are immersed in content. Teachers trained over a summer program at the University of Virginia under Carol Ann Tomlinson act as turn-key facilitators for other staff members.

Through an in-depth study of Bloom's Taxonomy, teachers have broadened their understanding of the need to scaffold their questioning as well as to prepare assignments that stimulate student thought. Teachers realize that differentiated instruction is necessary to meet the diverse needs of our student population. This practice directly impacts each child's ability to achieve his or her academic goals. Teachers subscribe to the notion that student work must be challenging yet attainable.

Groups are formed by analyzing formative assessments and ongoing conferencing so that teachers are able to provide direct and specific instruction according to each child's developmental readiness. Students who are not meeting grade level standards are provided instruction in small groups that target their needs.

Students who are exceeding grade level expectations are provided with experiences that enrich and expand their learning, and broaden and deepen their current understanding. Opportunities are provided for students to explore, simulate, create, and evaluate areas of individual interest and expertise.

Learning is enhanced by utilizing various tools in order to differentiate the classroom curriculum. Using Gardner's Theory of Multiple Intelligences, teachers provide students access to a variety of materials that match their learning styles. For example, auditory learners may use audio books while kinesthetic learners may participate in a Reader's Theater production of the same text.

Students are encouraged to attend Extended Learning sessions outside of the school day with their teachers to reinforce and enrich content. After-school clubs allow students to explore their interests through a multitude of activities. In addition, a period each week is designated as a time for all students to choose from a teacher created menu of enrichment activities based upon their individual interest. As students gain success in these activities they are more confident to take risks in their classroom learning.

6. Professional Development:

The staff at Forest Park is a community of learners. Administrators, teachers, and paraprofessionals collaborate with consultants and colleagues, attend professional conferences, and enrich their learning through a district-developed professional development program where they gain the information they need to ensure 21st Century readiness and continued academic achievement for their students.

Half Hollow Hills offers in-district classes that address instructional and behavior management strategies, technology, and assessment. Classes taught by staff within our district and outside professionals, are offered after school hours, on weekends and through the summer. Teachers consistently exceed the number of hours of professional development required by the district. Bi-annually, teachers select professional goals and engage in a Self-Directed Professional Inquiry (SDPI) that supports their current instruction or allows them to implement a new pedagogical philosophy. These efforts effectively add tools to each teacher's toolbox of instruction.

Forest Park's student achievement is the result of a rigorous, constructivist and individualized approach to education that aligns with NYS standards. These approaches influence our professional development. Consultants share their expertise by providing techniques and strategies with teachers. Teachers work together under the guidance of these coaches to infuse these strategies into daily practice. Timely feedback and ample opportunity for on-going reflective discussion enhance instruction and improve student performance.

Teachers have access to an extensive resource library, which Mr. Diener continuously updates with current and relevant materials. Professional literature is provided to reinforce discussions that take place during faculty and team meetings.

Forest Park teachers are committed to ongoing team-level and cross-grade collaboration. A school-wide collaborative meets monthly to discuss current trends in education and to develop programs that would benefit our students. Team levels meet formally weekly as well as monthly for an extended period of time to discuss student concerns, assessments, and instructional strategies. Vertical articulation groups meet monthly with a representative from every grade level. This collaboration allows for scaffolding of instruction from kindergarten through grade five. Teachers also have the opportunity to share newly acquired information with staff members at weekly, bi-monthly and monthly faculty and departmental meetings.

The quality of our extensive professional development program, supported by teachers' commitment, participation and dedication, directly correlates to our school's success rate. In-house professional development occurs on an on-going basis, using job embedded development, coaching and tech shares. We have a culture that supports a sharing of ideas.

7. School Leadership:

Nine years ago, Ross Diener became Principal of Forest Park, bringing with him a wealth of experience and establishing an environment that allows people to flourish by treating them professionally and with dignity. Mr. Diener believes that a strong support system for students, teachers, staff, and parents, along with compassion, respect, and an emphasis on individuality creates a foundation for success. Ross Diener, along with Assistant Principal Deborah Kolodny, has created a culture where everyone knows they are cared about, their opinions matter, and they are safe to take risks. Teachers follow their lead and create that same atmosphere for students within their classrooms providing them with challenging and rich experiences.

The school administrators are involved in daily activities as they greet students in the hallways, read aloud in classrooms, join in celebrations, and chat with students during recess and lunch. They work in tandem with our Superintendent of Schools, Dr. Sheldon Karnilow, and the Central Office Administration promoting the educational philosophy and goals of a very supportive Board of Education. This collaboration, along with their own professional development, enhances their knowledge of research-based best practices which are shared with faculty. Mr. Diener and Mrs. Kolodny recognize that learning curves exist, providing differentiated materials and support based upon teacher need, and show patience as teachers move forward.

Committees are formed as needed to explore, implement, and assess a range of topics including academics, social-emotional issues, celebrations, and other learning experiences. These committees create programs, share ideas, plan events, and discuss issues. Mr. Diener and Mrs. Kolodny attend as participants with a common mission, not as supervisors. Our Instructional Support Team comprised of teachers and administrators with a range of expertise meets to explore interventions and methods. Decisions made by every committee are done through consensus.

Our administrators support collaboration. Teams meet weekly to plan, analyze data, and explore strategies to improve student achievement. Deeper conversations occur during monthly extended collaboration periods. Mr. Diener and Mrs. Kolodny demonstrate their commitment to this philosophy by teaching classes allowing teachers time to collaborate and providing the administrators time to spend with students.

Mr. Diener and Mrs. Kolodny understand the role that parents play in student success. Parents serve on school-wide committees, volunteer and participate in activities throughout the building daily.

Our open-door policy for students, parents, and staff encourages conversation, suggestions, and input. The joining of all voices has created a community of students who are self-motivated, life-long learners.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mathematics

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	86	100	100	100	98
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards	50	56	59	62	70
Number of students tested	84	104	103	100	125
Percent of total students tested	100	99	100	99	99
Number of students alternatively assessed	3	2	7	5	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards					
Number of students tested					
2. African American Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					93
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards					53
Number of students tested					15
3. Hispanic or Latino Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards					
Number of students tested					
5. English Language Learner Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards					

Number of students tested					
6. White					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	88	100	100	100	99
Meeting Learning Standard with Distinction/Exceeds Proficiency Standards	52	60	56	63	70
Number of students tested	66	80	85	87	101
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

11NY7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: English Language Arts

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	89	93	95	93	93
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	37	37	27	34	27
Number of students tested	83	104	103	99	126
Percent of total students tested	100	99	100	98	100
Number of students alternatively assessed	3	2	7	5	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
2. African American Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					93
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					7
Number of students tested					14
3. Hispanic or Latino Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
5. English Language Learner Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					

Number of students tested					
6. White					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	94	95	96	94	93
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	38	41	28	35	31
Number of students tested	66	80	85	86	101
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Mathematics

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	85	99	99	93	94
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard	43	63	61	60	54
Number of students tested	107	104	98	120	107
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	2	5	6	3	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					
Number of students tested					
2. African American Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard			90	69	
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard			60	31	
Number of students tested			10	13	
3. Hispanic or Latino Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					
Number of students tested					
4. Special Education Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					
Number of students tested					
5. English Language Learner Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					

Number of students tested					
6. White					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	89	100	100	96	94
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard	49	68	63	63	57
Number of students tested	80	78	80	99	87
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: English Language Arts

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	86	95	97	93	89
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	9	25	36	23	19
Number of students tested	107	104	97	119	107
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	2	5	6	3	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
2. African American Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards				85	
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards				0	
Number of students tested				13	
3. Hispanic or Latino Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
5. English Language Learner Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					

Number of students tested					
6. White					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	90	97	99	94	90
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	8	26	39	21	20
Number of students tested	80	78	80	98	87
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

11NY7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Mathematics

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	88	99	98	98	89
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard	45	59	64	57	32
Number of students tested	104	98	116	105	120
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	7	6	2	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					
Number of students tested					
2. African American Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	80		92	100	73
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard	30		50	42	9
Number of students tested	10		12	12	11
3. Hispanic or Latino Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					
Number of students tested					
4. Special Education Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					40
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					10
Number of students tested					10
5. English Language Learner Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard					

Number of students tested					
6. White					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	89	99	99	98	90
Meeting Learning Standard with Distinction/Exceeds Proficiency Standard	49	62	63	58	31
Number of students tested	75	76	97	84	94
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: English Language Arts

Edition/Publication Year: 2004-2009 Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	73	99	92	86	88
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	26	26	9	19	25
Number of students tested	103	98	116	105	119
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	7	6	2	0	0
Percent of students alternatively assessed	100	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
2. African American Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	50		83	83	91
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	30		0	8	27
Number of students tested	10		12	12	11
3. Hispanic or Latino Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					
4. Special Education Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					40
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					0
Number of students tested					10
5. English Language Learner Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					

Number of students tested					
6. White					
Meeting Learning Standards; Meeting Learning Standards with Distinction/Meets Proficiency Standards; Exceeds Proficiency Standards	75	99	93	86	88
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	24	26	10	20	26
Number of students tested	75	76	97	84	94
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards	86	99	99	97	94
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	46	59	61	60	52
Number of students tested	295	306	317	325	352
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed	12	13	15	8	0
Percent of students alternatively assessed	100	100	100	67	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards	56	93	83	93	67
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	24	25	33	37	17
Number of students tested	21	18	12	10	12
2. African American Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards	74	96	94	90	85
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	24	37	59	41	24
Number of students tested	27	25	25	33	35
3. Hispanic or Latino Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards	62	100			
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	22	7			
Number of students tested	13	11			
4. Special Education Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards	20	63		52	
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	0	6		22	
Number of students tested	13	17		22	
5. English Language Learner Students					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					

6. White					
Meeting Learning Standards; Meeting Learning Standards with Distinction/ Meets Proficiency Standard; Exceeds Proficiency Standards	89	100	100	98	94
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	50	63	61	61	53
Number of students tested	221	234	262	270	282
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	83	96	95	91	90
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	24	29	24	25	24
Number of students tested	293	306	316	323	352
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed	12	13	15	8	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	48	95	92	64	75
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	17	11	19	0	0
Number of students tested	21	18	11	10	12
2. African American Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	57	100	94	89	91
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	23	16	33	19	15
Number of students tested	26	25	24	33	34
3. Hispanic or Latino Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	42	73			
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	7	13			
Number of students tested	13	11			
4. Special Education Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	20	60	58	41	50
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	7	0	5	4	0
Number of students tested	13	17	22	22	28
5. English Language Learner Students					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard					
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards					
Number of students tested					

6. White					
Meeting Learning Standard; Meeting Learning Standard with Distinction/Meets Proficiency Standard; Exceeds Proficiency Standard	86	97	96	91	90
Meeting Learning Standards with Distinction/Exceeds Proficiency Standards	23	31	26	25	26
Number of students tested	221	234	262	268	282
<p>NOTES: "For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html" For the school years 2005-2006 through 2008-2009, the New York State performance level label for students receiving a score of Level 3 was Meeting Learning Standard. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 3 to Meets Proficiency Standard. For the school years 2005-2006, the New York State performance level for students receiving a score of Level 4 was Meeting Learning Standard with Distinction. In 2009-2010, New York State changed the performance level label for students receiving a score of Level 4 to Exceeds Proficiency Standard.</p>					

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